MODERN APPRENTICESHIP

MODERN APPRENTICESHIP

Achieving Excellence in Sports Performance

FRAMEWORK DOCUMENT
FOR
SCOTLAND

SkillsActive

September 2015
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Modern Apprenticeships in Scotland

What are Modern Apprenticeships?

Modern Apprenticeships offer those aged over 16 paid employment combined with the opportunity to train for jobs at craft, technician and management level.

Who develops them?

Modern Apprenticeships are developed by Sector Skills Councils (SSCs). SSCs consult with employers and key partners in their sector to produce a training programme, which meets the needs of employers.

Who are they for?

Modern Apprenticeships are available to employees aged 16 or over. Employees need to demonstrate to their employer that they have the potential to complete the programme. All Modern Apprentices must have a demonstrable need to acquire significant new knowledge and skills to fulfil their job role. The modern apprenticeship framework selected for the employee must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills.

What’s in a Modern Apprenticeship?

In Scotland, there are more than 70 different Modern Apprenticeship Frameworks and they are all designed to deliver a training package around a minimum standard of competence defined by employers through SSCs. There are four different levels of Apprenticeship in Scotland: SCQF 5 (SVQ 2), SCQF 6/7 (SVQ 3), SCQF 8/9 (SVQ 4) and SCQF 10 (SVQ 5). They all contain the same 3 basic criteria:

- A relevant SVQ (or alternative competency based qualifications)
- Core Skills
- Industry specific training

Details of the content of this specific Modern Apprenticeship are given in the next section.
Modern Apprenticeships inAchieving Excellence in Sports Performance
Level 3

SkillsActive is the Sector Skills Council for Active Leisure, Learning and Well Being, encompassing the activities of sport and recreation, health and fitness, playwork, the outdoors and caravan sector. The sector makes a significant contribution to the UK and the Scottish economy through successful leisure and tourism businesses, to the health of the nation, to social equality through community sport and social enterprises and to sport and activity tourism.

The sector has not been well defined using Standard Industrial Classifications, therefore SkillsActive has worked with Experian Business Strategies to develop and fine-tune the footprint SkillsActive and its constituent sectors to proportions at the four digit SIC level.

SkillsActive submitted its 2011 Sector Skills Assessment recently and below is a summary of information about our sector extracted from it.

The Annual Business Inquiry suggests that the Gross Value Added (GVA) output of active leisure, learning and wellbeing in Scotland equalled £545 million accounting for 0.6% of total Scottish output

- 52,100 people were employed in the sector in Scotland in 2009 (76% of whom work in sport, fitness and the outdoors)
- In 2009 the active learning and leisure workforce had 41% full time (61% across all industries), 45% part time employees (29% across all industries) and 13% were self-employed (10% across all industries).
- 48% of the workforce are female and 52% male
- The proportion of male workers is greater in the sports, fitness and outdoors subsector, where men account for 57% of the workforce.
- The Working in Fitness Survey (2009) highlights that around 64% of the respondents working in this sector were female.
- The male workforce seems to have a stronger representation in management roles ranging from 54% in club/duty manager to 63% for directors.
- Overall the active leisure, learning and well-being workforce displays a young age profile to that of the whole Scottish economy with a higher proportion of 16 – 24 year olds (25% compared to the national average of 14%)
- There are lower proportions of workers employed in the older age group of over 40 years compared with the whole Scottish economy (50% compared to 55%)
- There is a core of experienced, qualified and often older workers in the sector
- In Scotland the majority of the workforce is classified as white 98%, which is in proportion recorded across all industries in the Scottish economy (97%)
- 88% of the workforce in Scotland report that they do not have a disability, which is similar to the proportion recorded across the economy as a whole (87%)
- 146,000 volunteers make a valuable contribution to Scottish sport
- Our sector relies on seasonal staff
- 82% of the workforce was born in Scotland
- 50% of the workforce is qualified to an intermediate level which is higher than the proportion of workers across the economy as a whole (43%)
- 29% of the workforce is qualified to a high level which is lower than the proportion cited across the economy (38%)
- The proportion of the workforce that are qualified to SCQF levels 7 -9 is slightly higher in Scotland compared with the other home countries
- Sector employees work in approximately 3,500 workplaces in Scotland
- The majority of establishments in the active leisure, learning and well-being sector are micro or small, with 97% having fewer than 50 employees
- According to the Fitness Industry Association (FIA) there are around 197 private health and fitness clubs and 306 public gyms across Scotland Seasonal employment is important for most sub-sectors including the outdoors, caravans and to some extent sport and recreation.

Justification / Rationale for the Framework

We are bringing this revised and updated Framework to MAG for approval. The framework has been very successful in the
football sector, so much so that Scottish Rugby approached Skillsactive to include rugby in the framework as well. Both rugby and football have similar positions in the sport in relation to young professional players working at this level for a potential career in their field.

This is a specialist and unique sector made up of young men whose goal is to become a professional football or rugby player. The reality like all professional sport is that only the very talented will succeed. It’s a young persons career and all will need to move into another career at a later stage of their lives. The football and rugby sector, like other sectors wants only the best so competition is keen.

It’s crucial that these young people have the opportunity to continue in education while they are attempting to reach their goal of becoming a full time and professional player. Importantly they are individuals with a talent for rugby or football so each has his own aspirations, goals and they have different levels of academic ability and interests that we have tried to reflect within this MA Framework document.

In the past people have been critical of the football sector, for its cavalier attitude to recruitment and retention of these young players. This is the reality of the sector, and this is mirrored in other professional sports, in the arts, and other niche sectors. Taking this on board SkillsActive and the employers in this sector are desperate to do their best for these young men and to provide them with access to a Modern Apprenticeship Framework that is meaningful and helpful for them to achieve their career in football, but also to give them transferrable core skills that gives them mobility across sectors. The unique aspect of this Framework document is that we are proposing to repeat the individualised programme that meets the future career aspirations of the candidates that reflects their different abilities and interests rather than herding them all into the one enhanced programme. Previously these candidates took an MA in sports coaching, but following research undertaken by the Scottish Football Association we discovered that they had wider and deeper aspirations that we wanted to try to meet. Hence we developed the first MA Achieving Excellence in Sports Performance (Football) that has proved to be very successful.

Scottish Rugby have stated in their support for the MA Framework;
“The development and introduction of a Modern Apprenticeship in Achieving Excellence in Sports Performance will allow talented rugby players the opportunity to continue their education as they work and train towards becoming a professional player. By completing this award they will be allowed the chance to formally reflect on good practice whilst also further develop their understanding and application of the key requirements of becoming a performance athlete. The award will also afford them the opportunity to gain further SQA credits which will be of benefit in future career aspirations, whilst working towards achieving their rugby potential.”
Summary of Framework

Diagram showing the contents of the Modern Apprenticeship in Achieving Excellence in Sports Performance

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Football</th>
<th>Rugby</th>
</tr>
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<tbody>
<tr>
<td>SVQ</td>
<td>Achieving Excellence in Sports Performance GK77 23</td>
<td>Achieving Excellence in Sports Performance GK77 23</td>
</tr>
<tr>
<td>Core skills</td>
<td>All at SCQF Level 5</td>
<td>All at SCQF Level 5</td>
</tr>
<tr>
<td>Enhancements</td>
<td>Please see list for this specific pathway</td>
<td>Please see list for this specific pathway</td>
</tr>
</tbody>
</table>

Mandatory outcomes

SVQ or alternative competency based qualification
- The following must be achieved:
  - GK77 23 SVQ 3 Achieving Excellence in Sports Performance at SCQF level 8

Core Skills

- Communication SCQF Level 5
- Working With Others SCQF Level 5
- Problem Solving SCQF Level 5
- Information and Communication Technology SCQF Level 5
- Numeracy SCQF Level 5

Enhancements

For each pathway are specific to each pathway

Enhancements

The enhancements enable the employer and the apprentice to tailor the outcomes of the Apprenticeship to the needs of the organisation and to provide the Apprentice with appropriate skills and qualifications in their chosen area of Achieving Excellence in Sporting Performance, that will help them in their current post and to progress in their career.

Enhancements for: Achieving Excellence in Sports Performance – Football

Enhancement

Evidence of future career planning, identification of skill requirements and a personal training plan.
### Optional Outcomes

#### Additional training

SkillsActive recommends that the following additional training is undertaken:

1. Undertaking and attending training that is contained in a suitable individual training plan that meets the needs of the apprentice. This should take into account the individual’s ability and future career aspirations and should include an award/qualification as far as possible at a minimum of SCQF Level 4.

2. Industry awareness and involvement for their football career and awareness and plan for their second career.

3. Lifestyle skills, (e.g. drug awareness, gambling, media, driving, and social networking)

### Enhancements for: Achieving Excellence in Sports Performance – Rugby

<table>
<thead>
<tr>
<th>Enhancements</th>
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</thead>
<tbody>
<tr>
<td>1. Evidence of future career planning, identification of skill requirements and a personal training plan.</td>
</tr>
<tr>
<td>2. NPA Sports Coaching: Rugby Union G8HT 44 SCQF Level 4</td>
</tr>
</tbody>
</table>

### Optional Outcomes

#### Additional training

SkillsActive recommends that the following additional training is undertaken:

1. Undertaking and attending training that is contained in a suitable individual training plan that meets the needs of the apprentice. This should take into account the individual’s ability and future career aspirations and should include an award/qualification as far as possible.

2. Industry awareness and involvement for their rugby career and awareness and plan for their second career.

3. Lifestyle skills, (e.g. drug awareness, gambling, media, driving and social networking)
The Framework

The mandatory and optional content of the Modern Apprenticeship in Achieving Excellence in Sporting Performance is as follows:

Mandatory Outcomes

SVQ(s)

Each apprentice is required to achieve the following Qualification:

<table>
<thead>
<tr>
<th>Full name</th>
<th>SVQ Level</th>
<th>SQA Award Code</th>
<th>Expiry</th>
<th>SCQF Credit rating and levelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving Excellence in Sports Performance</td>
<td>Level 3</td>
<td>GK77 23</td>
<td>30/06/2020</td>
<td>SCQF Level 8, 47 Credits</td>
</tr>
</tbody>
</table>

Scottish Vocational Qualifications (SVQs) are work-based qualifications, which are based on National Occupational Standards of competence drawn up by representatives from each industry sector. SVQs are made up of units – normally between six and ten – which break a job down into separate functions reflecting the different kinds of activities of a job. SVQs are available at five levels – although most are at level 2 and level 3. When someone has achieved an SVQ, there is a guarantee that they have the skills and knowledge needed to do their job. All Scottish Modern Apprenticeships must contain a relevant SVQ (or NVQ) or equivalent qualification.

Core Skills

Each apprentice is required to achieve the following core skills:

- Communication: SCQF Level 5
- Working with others: SCQF Level 5
- Problem Solving: SCQF Level 5
- Information and Communication Technology: SCQF Level 5
- Numeracy: SCQF Level 5

Core skills must be separately certificated.

The achievement of Core Skills has been recognised as essential for any individual wishing to progress within the sector. Following a signposting exercise the SVQs above are likely to include some of the minimum requirements for the Workplace Assessed (WPA) core skills units. Where the SVQ supports the core skill levels to SCQF Level 4, then additional evidence must be sought to achieve up to SCQF Level 5.

Core Skills are skills and abilities which everyone needs in their work. This is true for every job in every workplace. Core Skills also feature in National Qualifications such as Standard Grades and Highers and from 2000, Scottish candidates have been issued with a Core Skills profile on their Scottish Qualifications Certificate. Candidates who have already been certificated as achieving Core Skills at the levels given above – either in the workplace or at school or college - do not need to repeat these Core Skills as part of the Modern Apprenticeship Framework.
### Enhancements

The enhancements enable the employer and the apprentice to tailor the outcomes of the Apprenticeship to the needs of the organisation and to provide the Apprentice with appropriate skills and qualifications in their chosen area.

### Enhancements for: Achieving Excellence in Sports Performance – Football

#### Enhancement

Evidence of future career planning, identification of skill requirements and an enhanced personal development training plan.

(Evidence should be provided in the form of an action plan using Form 4 on page 37 of this document as a starter ensuring that there is detail included on the plan which relates to the current and future development and training of the apprentice)

### Optional Outcomes

**Additional training**

SkillsActive recommends that the following additional training is undertaken:

1. Undertaking and attending training that is contained in a suitable individual training plan that meets the needs of the apprentice. This should take into account the individual’s ability and future career aspirations and should include an award/qualification as far as possible.
2. Industry awareness and involvement for their football career and awareness and plan for their the second career
3. Lifestyle skills, (e.g. drug awareness, gambling, media, driving, and social networking)

### Enhancements for: Achieving Excellence in Sports Performance – Rugby

#### Enhancement

1. Evidence of future career planning, identification of skill requirements and a personal training plan. 2. NPA Sports Coaching: Rugby Union G8HT 44 SCQF Level 4 AO - SQA

### Optional Outcomes

**Additional training**

SkillsActive recommends that the following additional training is undertaken:

1. Undertaking and attending training that is contained in a suitable individual training plan that meets the needs of the apprentice. This should take into account the individual’s ability and future career aspirations and should include an award/qualification as far as possible.
2. Industry awareness and involvement for their football career and awareness and plan for their the second career
3. Lifestyle skills, (e.g. drug awareness, gambling, media, driving, and social networking)
Registration and certification

This Scottish Modern Apprenticeship is managed by SkillsActive. The SSC is the first point of contact in Scotland for any enquiries in relation to the Framework. Contact details:

<table>
<thead>
<tr>
<th>SkillsActive</th>
<th>Krisztina Biliczky</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0207 840 1900</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Krisztina.biliczky@skillsactive.com">Krisztina.biliczky@skillsactive.com</a></td>
</tr>
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The SSC will register all Scottish Modern Apprentices undertaking this Framework. **All Modern Apprentices must be registered with the SSC within 4 weeks of starting their apprenticeship.**

Registration can be made by completing the Sample Training Plan and Sample Training Agreement in Appendix 3 and sending these to the above address or completing the online registration system (MA Online, www.maonline.org.uk). In the case of MAs which receive funding it is acceptable for the Skills Development Scotland Training Plan to be used on the condition that it includes all relevant information as set out in the MA Training Plan.

The SSC will issue a Modern Apprenticeship Certificate of Completion to those Modern Apprentices who have completed the mandatory outcomes of the Framework. Before a certificate is issued, training providers must submit evidence to the SSC that the mandatory outcomes have been achieved. This will normally be in the form of photocopies of certificates from awarding bodies.

Requests for registration and certification should be made to the SSC at the address above.

**SSC Service level**

The SSC undertakes to confirm the registration of candidates in writing within 8 weeks of receipt of the relevant Training Plan and Training Agreement. Each candidate will be issued with a unique registration number.

The SSC also undertakes to issue Certificates of Completion within 4 weeks of receipt of the appropriate evidence that a candidate has completed the outcomes as stated in the Training Plan.
Recruitment and selection

The recruitment and selection of Modern Apprentices is primarily the responsibility of the employer. However, the following guidance is given:

- Employees may enter a Modern Apprenticeship from the age of 16. There is no upper age limit.

- The Modern Apprenticeship is designed to attract high quality people to the industry. Achievement of academic qualifications is one way of assessing the suitability of applicants. However it should be stressed that no persons should be deterred from applying for a Modern Apprenticeship because of a lack of formal educational qualifications. As well as traditional qualifications such as Standard Grades and Highers, employers should also be aware of newer vocational qualifications or vocational activity undertaken outwith an academic institutions, such as volunteering activity.

- The following factors may also influence the selection process:
  - performance during a formal interview process
  - references
  - relevant work experience
  - trial observation period.

- Employers should be aware of the nature, relevance and quality of foreign qualifications and make appropriate allowances concerning entry requirements.

- In order to promote and maintain the high status of the Modern Apprenticeship within the industry all literature distributed for recruitment purposes should emphasise the high standards of achievement expected of the candidate.

- Employers may wish to contact the SSC for advice and guidance on recruitment and selection.

Equal opportunities

Modern Apprenticeships should ensure that there is equality of opportunity for all and any barriers (real or perceived) are addressed to support anyone seeking to enter employment to undertake the Modern Apprenticeship.

All MAs supported by Skills Development Scotland must conform to any contractual requirements on equal opportunities. All employers of Modern Apprentices should have an Equal Opportunities policy statement.

Health and Safety

All aspects of health and safety at work must be recognised within the delivery of this Modern Apprenticeship Framework and all statutory requirements be adhered to. It is a key aspect of the induction period of the Modern Apprenticeship that apprentices are fully informed both of the regulations and that they and their employers are bound by these regulations. Modern Apprentices should be made aware of their rights and duties with regard to health and safety.

All Modern Apprentices supported by Skills Development Scotland will be required to satisfy the adequacy of SDS’s Health and Safety policy and systems.

Contracts

The following three contracts are essential to the successful outcome of the Modern Apprenticeship programme:

1. Contract of employment signed by the employer and the Modern Apprentice.
2. SSC Training Agreement - this agreement outlines the basis of the modern apprenticeship, refers to the contract of employment and includes Health and Safety responsibilities. A sample SSC Training Agreement is set out in Appendix 3.

3. SSC Training Plan - this plan outlines the selected outcomes and the expected duration of the apprenticeship. In cases where funding is offered by SDS, the SDS Training Plan will be sufficient on condition that it contains all relevant information as set out in the Sample Training Plan at Appendix 3. Training Plans may be modified to reflect changing circumstances; however it is essential that the SSC is notified of any changes.

Employment status of Modern Apprentices

It is important that the sector offers genuine employment and career prospects to those people it wishes to attract through Modern Apprenticeships. Accordingly, all apprentices must be employed.

All Modern Apprentices must have a demonstrable need to acquire significant new knowledge and skills to fulfil their job role. The modern apprenticeship framework selected for the employee must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills.

Terms and conditions of employment

In order to compete with other sectors offering Modern Apprenticeships, attractive packages will need to be developed by employers in the sector. The terms and conditions of employment for individual Modern Apprentices will be agreed between the employer and the apprentice and should form the contract of employment.

Training and development

Delivery

Training delivery can take many forms under the Modern Apprenticeship system. Some organisations may become approved SVQ Assessment Centres; others may join a consortium or use peripatetic assessors. Some large employers will be able to complete all the training and development in-house, but most employers will find that some of the training and development will have to take place away from the normal workplace. In particular the underpinning knowledge requirements are often more suited to delivery by outside training providers which might include:

- private training organisations
- colleges / universities
- other employers

Such knowledge could be delivered through training courses or through open/distance learning packages.

The option of sharing training and assessment resources amongst a cluster of employers (or across the divisions of a larger employer) will be particularly appealing to those firms which do not have the resources to provide all of the training and development. Assessment can be provided by these bodies, but the assessors and the training centre must be approved by the awarding bodies for the SVQ and Core Skills where appropriate. The SVQ Achieving Excellence because of its nature can only be approved to centres by SQA if they have permission to offer this by the sports National Governing Body. For this reason, there are only a few centres who will be taking up the MA. However, both these centres will be covering all the football and rugby clubs in Scotland.
List of Training Providers

Scottish Football Association in partnership with Motherwell college
Sports Academy (Scotland) in partnership with Scottish Rugby

The SSC training plan

The plan is required to identify:

1. The selected Framework outcomes, specifying whether or not separate certification of the Core Skills is being sought.
2. A summary of the Modern Apprentices accredited prior learning
3. A timetable for achievement of the selected Framework outcomes, linked to regular progress reviews.

The Training Plan should take into account any relevant previous training and development, education or work experience. Not all Modern Apprentices need have different plans, but many will vary. Moreover as reviews take place and circumstances change so the plan itself can be modified.

However any changes must:

- be subject to the quality provisions of Skills Development Scotland (if the MA is being financially supported)
- comply with the stipulations of this Framework
- meet the needs of the employer and apprentice.

A sample Training Plan is provided at Appendix 3 of this document, however, for those Modern Apprentices funded by SDS area office it is sufficient to submit the Skills Development Scotland Training Plan on condition that it covers the same information required in the MA Training Plan.
Consultation Process

A consultation event was held at Hampden Park on 26th May 2011 for professional football clubs which employ these apprentices. There are a limited number of training providers but we have been in touch with both the Scottish Football Association and Motherwell College. The SFA staff were in attendance at the consultation meeting and contributed to discussions there. Paul Watson Workforce Development Manager at Motherwell College the second training provider was consulted by phone on 20th July 2011.

The consultation has proved to be in favour of a revised and updated Framework Document for the Achieving Excellence in Sports Performance Modern Apprenticeship at level 3 to take account new trends in the sector.

Points from employers who attended the consultation included:

- The employers felt that the individualisation of the enhancements was important because one size did not fit all
- Although it’s easier if all the players from one club attend the same institution for their enhancements but its more important that they follow subjects or awards that will help them for example Aberdeen Football Club have apprentices attending Robert Gordon university, Aberdeen College, evening classes and also somebody doing work experience in an Estate Agent’s office
- For those individuals who have displayed a talent at football but struggled at school its another chance for them to achieve something, to upgrade their core skills
- Employers felt that it was helpful that the candidates would do their learning on the pitch where the players wanted to learn, but they covered useful subjects within the SVQ like:
  - Technique
  - Tactics
  - Attitudes and mental skills
  - Planning a career
  - Fitness
- Employers agreed that it was preferable if these diverse enhanced courses and awards to be contained in the enhancements had been credit rated and levelled for the SCQF, but appreciated that there was such diversity that it was impossible for all of them to be on the SCQF.
- Core skills were more important for some candidates
- It was less important for candidates to have IT skills if they continued to work in football but in most other careers they needed to be more familiar with IT and new technologies
- Progression routes again were diverse, with some achieving their aim of becoming a first team, paid professional football player, others went on to work in; catering, retail, trades, went on to university, personal training, sports coaches and even one became a pilot

Consultation took place with the following individuals who attended a meeting at Hampden Park

<table>
<thead>
<tr>
<th>Attendee</th>
<th>Club Represented</th>
<th>email address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allan McKimmie</td>
<td>Aberdeen FC</td>
<td><a href="mailto:allan.mckimmie@afc.co.uk">allan.mckimmie@afc.co.uk</a></td>
</tr>
<tr>
<td>Stephen Frail</td>
<td>Celtic FC</td>
<td><a href="mailto:sfrail@celticfc.co.uk">sfrail@celticfc.co.uk</a></td>
</tr>
<tr>
<td>Brian Grant</td>
<td>Dundee United FC</td>
<td><a href="mailto:brian.grant@dundeeunited.co.uk">brian.grant@dundeeunited.co.uk</a></td>
</tr>
<tr>
<td>Stephen Wright</td>
<td>Dunfermline Athletic FC</td>
<td><a href="mailto:stephen@dafc.co.uk">stephen@dafc.co.uk</a></td>
</tr>
<tr>
<td>Craig McPherson</td>
<td>Falkirk FC</td>
<td><a href="mailto:cmcpherson@falkirkfc.co.uk">cmcpherson@falkirkfc.co.uk</a></td>
</tr>
<tr>
<td>Frankie McAvoy</td>
<td>Hamilton Academical FC</td>
<td><a href="mailto:frankie@acciesfc.co.uk">frankie@acciesfc.co.uk</a></td>
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<tr>
<td>James McDonough</td>
<td>Hibernian FC</td>
<td><a href="mailto:jmcdonough@hibernianfc.co.uk">jmcdonough@hibernianfc.co.uk</a></td>
</tr>
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<td>Alan Robertson</td>
<td>Kilmarnock FC</td>
<td><a href="mailto:alanrobertson@kilmarnockfc.co.uk">alanrobertson@kilmarnockfc.co.uk</a></td>
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<td><a href="mailto:davidlongwell@saintmirren.net">davidlongwell@saintmirren.net</a></td>
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**Scottish FA Training Team**

<table>
<thead>
<tr>
<th>Tom Docherty</th>
<th>Manager Scottish FA</th>
<th><a href="mailto:tom.docherty@scottishfa.co.uk">tom.docherty@scottishfa.co.uk</a></th>
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<tr>
<td>Marco McIntyre</td>
<td>Assessor/IV Scottish FA</td>
<td><a href="mailto:marco.mcintyre@scottishfa.co.uk">marco.mcintyre@scottishfa.co.uk</a></td>
</tr>
<tr>
<td>Craig Flannigan</td>
<td>Assessor/IV Professional Football Players Association Scotland</td>
<td><a href="mailto:craig@pfascotland.co.uk">craig@pfascotland.co.uk</a></td>
</tr>
<tr>
<td>Trish Keppie</td>
<td>Assessor/Verifier</td>
<td><a href="mailto:pgkepfidra@live.co.uk">pgkepfidra@live.co.uk</a></td>
</tr>
<tr>
<td>Colin Hunter</td>
<td>Assessor</td>
<td><a href="mailto:colinksc@fsmail.net">colinksc@fsmail.net</a></td>
</tr>
<tr>
<td>John Ritchie</td>
<td>Assessor</td>
<td><a href="mailto:johnbritchie2@yahoo.co.uk">johnbritchie2@yahoo.co.uk</a></td>
</tr>
<tr>
<td>Patrick Harte</td>
<td>Co-ordinator</td>
<td><a href="mailto:harte@lochlands.com">harte@lochlands.com</a></td>
</tr>
</tbody>
</table>

A further consultation on the MA Framework was carried out in April 2012 to look at the detail in the framework and the development plan. This was held at Hampden and the following people were present:

Tom Manager Scottish FA  
Paul Watson Motherwell College  
Alan Beattie SQA  
Moira Duncan SQA  
Debbie Willett Skillsactive

In May 2012, a phone and email discussion took place relating to the inclusion of Rugby Union to the framework. This discussion looked at the framework and the additions which Scottish Rugby felt would benefit the players most. This discussion involved:

Eric Dawes - Sports Academy(Scotland)  
Steve Gemmell - Scottish Rugby  
Debbie Willett – Skillsactive
Consultation

SkillsActive consulted in different ways

- Consultation event in Edinburgh on Friday 26 November 2010
- In November circulated a questionnaire to a number of interested parties, both employers and training providers.
- July 2011 conducted telephone interviews with a wide range of training providers and employers from across the country, including rural areas.
- In September 2011 we held focus groups of sports and fitness employers.

The consultation was overwhelmingly supportive this Level 3 active leisure and learning framework with different specialist pathways that included required core and industry skills that reflected the needs of the different sub-sectors.

Findings of the consultation were:

- To encourage diversity and increase access to our sector it would be helpful to have more vocational pathways.
- Employers have evidence of skills gaps in communication, customer care, working with others and problem solving so these core skills should be included to improve the core skills in our sector.
- SVQs or equivalent competence based qualifications should be included.
- Where possible core skills should be embedded in the competence qualification.
- There should be different pathways within each of our subsectors which need to have their own sector-specific enhancements.
- Scottish Rugby expressed an interest in being included as a pathway in the framework.
Career progression

Following completion of the Modern Apprenticeship, candidates should be able to achieve positions in areas such as:

Progression can follow the following routes:

One of the advantages of continuing with education and playing football/rugby, is that the candidates can pursue a career in a diverse range of areas but still play amateur, semi professional or professional football or rugby. It’s a particularly flexible system although this is limited to those people who are younger, the options are limited the older the player gets.

<table>
<thead>
<tr>
<th>Football/rugby apprentice doing the MA</th>
<th>Football /rugby player</th>
<th>Football /rugby player in one of the higher ranking teams</th>
<th>International football/rugby player</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football /rugby player in one of the higher ranking teams</td>
<td>International football/rugby player</td>
<td>Career in Football /rugby e.g. Coach, manager, marketing</td>
<td>Career in sport</td>
</tr>
<tr>
<td>International football/rugby player</td>
<td>Career in sport</td>
<td>Advancement of career in a sector outside sport</td>
<td>Career change using the transferable skills</td>
</tr>
<tr>
<td>Career in sport eg coach, personal trainer</td>
<td></td>
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<tr>
<td>Career outside sport - various options</td>
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</table>
Appendices

APPENDIX 1

Stakeholder Responsibilities

Many organisations and individuals share the responsibility for ensuring that the Modern Apprenticeship programme is implemented to the highest possible standard. They include:

- Awarding Bodies
- Employers
- Modern Apprentices
- Modern Apprenticeship Group (MAG)
- Sector Skills Councils (SSCs)
- Skills Development Scotland
- Training Providers

Role of the Sector Skills Councils

SSCs are responsible for developing Modern Apprenticeship Frameworks and are required to work with employers in their sectors to ensure that all Frameworks meet the needs of employers in their sectors.

For details on your sector’s SSC, follow the link to the Federation for Industry Sector Skills and Standards website http://fisss.org/.

Role of Skills Development Scotland (SDS)

MA frameworks are used by employers as part of their workforce development to train new employees and up-skill existing members of staff. They can be (and often are) used regardless of whether financial support is available from the delivery body who currently provides a ‘contribution’ towards the cost of delivery. However, only approved MA Frameworks will be eligible for funding support from Skills Development Scotland who should be contacted to establish the availability and level of support for each MA Framework.

Further information is available from: http://www.skillsdevelopmentscotland.co.uk/our-services/modern-apprenticeships.aspx

SDS provides advice and guidance to individuals on the range of Modern Apprenticeships and training providers available. Individuals are signposted to opportunity providers who offer training in the vocational areas of interest.

Responsibilities include:

- Supporting the Modern Apprentice with ongoing Career Planning advice
- Signposting candidates to suitable vacancies
- Promoting the Modern Apprenticeship route on the Skills Development Scotland website
- Facilitating recruitment events that bring together jobseekers and opportunity providers

Role of the Awarding Bodies

A significant proportion of the Modern Apprenticeship is based on the assessment of the apprentice against SVQs/ CBQs or SVQ/ CBQ units. These qualifications are accredited by the SQA Accreditation and the Office of the Qualifications and Examinations Regulator (Ofqual) and are offered by Awarding Bodies.
It is the responsibility of the Awarding Bodies to ensure that centres are approved, that assessors and verifiers are suitably qualified, trained and monitored, and that all of the assessment criteria of the SVQs/ CBQs and SVQ/CBQ units are fully met.

Role of the Training Provider

The role of the training provider is important to the success of the Modern Apprenticeship. A training provider can be a further education college, a private or voluntary training company or in some cases the employer themselves or employer partnerships.

Training Providers are responsible for:

- Confirming an appropriate MA programme for candidates
- Agreeing the training needs of the candidates
- Agreeing roles and responsibilities for on the job training
- Agreeing where off the job training will be required and defining roles and responsibilities for this with relevant parties
- Ensuring trainee/candidate has access to the best quality training opportunities available
- Ensuring that the Modern Apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering of MA candidates with the relevant SSC (and Skills Development Scotland if appropriate).
- Compiling and agreeing assessment schedules/assessment plans
- Judging performance evidence
- Completing assessment records
- Reviewing candidates progress at regular intervals
- Submitting records and evidence for moderation
- Advising the Modern Apprentice who to approach for support, advice, encouragement and in case of complaint

Role of the Modern Apprenticeship Group (MAG)

MAG is an independent group drawn from key stakeholders involved in the management and delivery of the Apprenticeship programme in Scotland.

MAG is responsible for:

- Approval and re-approval of Modern Apprenticeship Frameworks
- De-approval of Modern Apprenticeship Frameworks
- Encouraging best practice across Modern Apprenticeship Frameworks and sectors

Role of the Employer

Employers’ responsibilities include:

- Paying all Modern Apprentices in accordance with company policy and in line with current legislation
- Agreeing roles and responsibilities for on the job training
- Agreeing where off the job training will be required and define roles and responsibilities for this with relevant parties
- Highlighting opportunities for the Modern Apprentice to demonstrate competence
- Meeting with Trainers, Assessors, Verifiers and the Modern Apprentices to review progress
- Witnessing candidate performance and verifying evidence
• Releasing Modern Apprentices for college/off-the-job training in line with training plan
• Ensuring the experience, facilities and training necessary to achieve the outcomes of the training plan.
• Supporting and encouraging Modern Apprentices and rewarding achievement
• Taking responsibility for the Health & Safety of Modern Apprentices.

Role of the Modern Apprentice

Modern Apprentices have the same responsibilities to their employer as any other employee. In addition they have a range of commitments to their training programme.

Modern Apprentices’ responsibilities include:

• Observing the company’s terms and conditions of employment
• Agreeing a training/development plan with all parties involved
• Undertaking development in line with agreed training plan
• Attending meetings with trainers, assessors and verifiers as required
• Attending college/off-the-job training where required
• Providing evidence of competence
• Developing a collection of evidence (portfolio) and retain ownership of this throughout
• Behaving in a professional manner throughout
APPENDIX 2

Modern Apprenticeship Centres (MACs)

Modern Apprentices may only be registered through organisations approved by the SSC to deliver this Framework. Such approved organisations are called Modern Apprenticeship Centres (MACs)

The MAC may be the employer of the apprentice or a separate organisation such as a training provider, further education college, a private or voluntary training company or in some cases the employer themselves or employer partnerships.

In order to be approved, organisations must make a formal application to the SSC, seeking approval and establishing that the centre satisfies the following criteria:

Either

1. be approved by an appropriate Awarding Body as a centre for the assessment of the relevant SVQ/ CBQ (and Core Skills if these are being separately certificated)

   or

2. be capable of demonstrating a contractual relationship with another approved centre for the assessment of those units for which the MAC does not have approval from an appropriate Awarding Body.

In addition

The SSC will maintain a database of MACs for the delivery of the Framework within Scotland, which will be available to employers and others.

Organisations wishing to become MACs who have yet to obtain the necessary Awarding Body approval for assessment should first contact the Awarding Body direct.

Organisations wishing to be accredited with SQMS (or other appropriate quality system) should contact Skills Development Scotland.

In addition to the assessment of the Modern Apprentice against the relevant standards set by the selected Framework outcomes, the MAC has responsibility for:

- Entering into a formal training agreement with the employer and Modern Apprentice
- Registering Modern Apprentices as candidates for the relevant SVQ/ CBQ (s) and other selected units with the appropriate Awarding Body
- Registering Modern Apprentices with the SSC
- Applying for the final `Certificate of Completion’ on behalf of Modern Apprentices
- Informing the SSC of any material alterations to Modern Apprentices’ training plans or desired changes to the selected Framework outcomes.
APPENDIX 3

MODERN APPRENTICESHIP SAMPLE TRAINING AGREEMENT

This Training Agreement is entered into by:

<table>
<thead>
<tr>
<th>Name of Employer:</th>
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<tbody>
<tr>
<td>Name of Modern Apprentice:</td>
<td></td>
</tr>
<tr>
<td>Name of Modern Apprenticeship Centre:</td>
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</table>

The **Employer’s responsibilities** are to:

1. employ the modern apprentice subject to the employer’s usual terms and conditions of employment;
2. provide the modern apprentice with the facilities, training and work place opportunities necessary to achieve the selected Framework outcomes specified in the apprentice’s personal training plan;
3. pay the modern apprentice an agreed salary which reflects the obligations of the employer and the opportunities for the apprentice;
4. in the event of the employer becoming unable to retain the modern apprentice after completion of the apprenticeship, to use reasonable endeavours to secure employment elsewhere;
5. in the event of the apprenticeship being terminated prematurely by either the employer or modern apprentice for any reason other than dismissal for unsatisfactory performance or misconduct, to use reasonable endeavours to secure employment and continuation of this apprenticeship elsewhere;
6. operate a formal Health and Safety policy and undertake the necessary legal and contractual responsibilities for health and safety of the modern apprentice; and
7. operate an Equal Opportunities policy which meets all legal requirements.

The **Modern Apprentice’s responsibilities** are to:

1. work for the employer in accordance with the agreed terms and conditions of employment;
2. undertake training, attend courses if required, keep records, and take assessments to be determined by the employer and/or Modern Apprenticeship Centre, and carry out such work as may be required in order to achieve the selected Framework outcomes specified in the apprentice’s personal training plan;
3. be diligent, punctual, behave in a responsible manner and in accordance with the requirements of Health and Safety legislation relating to the apprentice’s responsibilities as an individual; and
4. promote at all times the employer’s best interests.

The **Modern Apprenticeship Centre’s responsibilities** are to:

1. agree the content of the modern apprentice’s personal training plan as confirming that the selected Framework outcomes and training plans meet the criteria of this modern apprenticeship
2. contract with the employer to provide the training and assessment necessary to enable the modern apprentice to achieve the selected Framework outcomes specified in the apprentice’s personal training plan; and
3. use its best endeavours to ensure that the employer provides the modern apprentice with the facilities, training and work place opportunities necessary to achieve the selected Framework outcomes specified in the apprentice’s personal training plan.

This agreement to be signed by all parties:

<table>
<thead>
<tr>
<th>Employer</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Modern Apprentice</td>
<td>Date:</td>
</tr>
<tr>
<td>Modern Apprenticeship Centre</td>
<td>Date:</td>
</tr>
</tbody>
</table>
# MODERN APPRENTICESHIP TRAINING PLAN

## The Modern Apprenticeship Centre

<table>
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<th>Name:</th>
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<td>Address:</td>
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<td>Telephone:</td>
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<td>Contact:</td>
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## The Modern Apprentice

<table>
<thead>
<tr>
<th>Full name:</th>
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<td>Home address:</td>
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<tr>
<td>Work address:</td>
</tr>
<tr>
<td>Date of birth:</td>
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## The Employer

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## Skills Development Scotland office

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Framework selected outcomes

Mandatory outcomes

<table>
<thead>
<tr>
<th>SVQ/ CBQ Level (please identify level) (List mandatory and optional units)</th>
<th>Tick units being undertaken</th>
<th>SCQF Level</th>
<th>SCQF Credit Points</th>
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SVQ/ CBQ level (please identify level ) (List mandatory and optional units)

Enhancements

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Core Skills (Include details of the minimum level required)

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<tr>
<th></th>
<th>Tick units being undertaken</th>
<th>SCQF Level</th>
<th>SCQF Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Communication</td>
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<tr>
<td>2 Working with others</td>
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<tr>
<td>3 Numeracy</td>
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<td></td>
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<tr>
<td>4 Information and communication technology</td>
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<tr>
<td>5 Problem Solving</td>
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Optional outcomes

Additional units (if any) These are optional and should reflect the individual training needs of the Apprentice

<table>
<thead>
<tr>
<th></th>
<th>Tick units being undertaken</th>
<th>SCQF Level</th>
<th>SCQF Credit Points</th>
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<tbody>
<tr>
<td>(specify unit)</td>
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</tbody>
</table>
Summary of Modern Apprentice’s accredited prior learning:

If you require assistance in completing this form, please contact:

SkillsActive
1st Floor
6 Graphite Square
Vauxhall Walk
London
SE11 5EE